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The Effectiveness of the Automatic Reinstatement Policy at Eastern Illinois University

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Eastern Illinois University

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The Effectiveness of The Automatic Reinstatement Policy

at Eastern Illinois University

(TITLE)

BY

Kristi Cobble

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1996

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I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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The Effectiveness of The Automatic Reinstatement Policy

at Eastern Illinois University

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Abstract

The effectiveness of Eastern Illinois University's reinstatement policy was investigated in an attempt to determine what criteria were used to establish the current reinstatement policy and to further decide whether or not the criteria used have been accurate in predicting academic success for reinstated students at this institution. Chi-square analysis was used to assess the relationship, if any, between 14 variables and academic success following reinstatement: (1) quality point deficiency (QPD), (2) grade level at the time of dismissal, (3) race, (4) gender, (5) number of semesters in attendance prior to dismissal, (6) community college attendance during the absence from this institution, (7) length of time away from college, (8) age upon reinstatement, (9) successful completion of GST 1000 (General Studies) following reinstatement, (10) transfer student or new freshman admitted directly from high school, (11) ACT composite standard scores and/or entrance exam scores, (12) high school percentile rank (HSPR), (13) provisional admission to this institution, and (14) cumulative GPA at the time of dismissal. Logistic regression analysis was also employed to determine whether selected variables could be found to be predictors of academic success following reinstatement. The results of the chi-square analysis showed that the academic success of reinstated students was significantly related to quality point deficiency (QPD), cumulative GPA at the time of dismissal, and the successful completion of GST 1000. The results of the logistic regression analysis indicated that quality point deficiency (QPD) and the successful completion of GST 1000 were predictors of success following reinstatement at this institution.

CHAPTER 1

INTRODUCTION AND PROBLEM STATEMENT

College administrators suspend or dismiss a number of students at the end of each term because these students do not meet the institution's minimum academic performance standards. While some students do not wish to return to college following academic dismissal, other students wish to continue their college career either immediately upon completing the reinstatement eligibility requirements set forth by individual institutions or at a later date. The dilemma that many institutional administrators and/or reinstatement committees face is that of deciding which students should be given a second chance at success and which students should not be given a second chance at success. In order for institutional administrators to make such decisions pertaining to academically dismissed students, they must first identify and develop a sound reinstatement policy that is based on clearly defined criteria applicable to this specific group of students. Campbell and Hahn (1962) stated that such a policy is necessary to avoid 1) barring potential graduates from successfully completing their studies, and 2) encouraging unpromising students who would perhaps spend their time more efficiently pursuing other vocational interests as opposed to seeking reinstatement.

Purpose of the Study

The purpose of this study was to examine the current *automatic* reinstatement policy at Eastern Illinois University, a middle-sized comprehensive institution, in an attempt to determine what criteria were used as a basis for establishing the current policy and to further investigate whether or not the criteria used have been accurate in predicting academic success after reinstatement at this institution. The findings in this

study should provide Eastern Illinois University administrators and other institutional administrators who utilize an automatic reinstatement policy with: 1) an indication of the effectiveness of such a policy in terms of the number of students who maintain academic success after reinstatement, 2) an indication as to which characteristics of reinstated students actually relate to academic success, and 3) a basis for determining whether or not revisions to the current policy at this institution and revisions to the current policies at other similar institutions would increase the likelihood of success after reinstatement.

History of Reinstatement Policy

The history of Eastern Illinois University's reinstatement policy was investigated through examining the literature provided in Eastern Illinois University's undergraduate catalogs dated from 1970/1971 through 1996/1997 and through reviewing the minutes of The Council on Academic Affairs (CAA) dated from approximately 1972 through 1989. The CAA is the institutional governing body charged with maintaining academic standards at this institution.

While the information contained in the undergraduate Catalogs as well as the information contained in the minutes of The CAA showed minor adjustments in the academic standards section of Eastern's reinstatement policy, this information showed no significant changes in the reinstatement policy itself until 1982. Prior to this time, students who were academically dismissed from Eastern Illinois University were required to adhere to the following reinstatement policy and to the following academic requirements succeeding reinstatement, the latter of which became effective during the Spring term, 1979:

Only the Committee on Admissions may reinstate a student who has been dismissed for low scholarship. A student who has been dismissed for low scholarship must remain out of the University for at least one semester. Summer terms do not count as semesters out. A student may submit a petition for reinstatement for consideration by the Committee on Admissions at any time following dismissal but no later than twenty calendar days prior to the official enrollment day of the semester or term for which he or she is eligible to petition. The academic status of a student reinstated by the Committee will be Probation. The reinstated student must achieve a minimum grade-point average of 2.10 each succeeding grading period, including summer terms, until the cumulative grade-point average reaches 2.00 (Good Standing). If a minimum grade-point average of 2.10 is not attained each succeeding grading period until Good Standing is reached, the student will again be dismissed for low scholarship. (Eastern Illinois University General Catalog, 1981/1982, p. 38)

While the minutes of the CAA dated from approximately 1972 through 1989 were reviewed, there was no reference to this institution's reinstatement policy until October 14, 1982 and October 21, 1982. Insofar as could be determined, the first significant change in Eastern Illinois University's reinstatement policy became effective during the Summer term, 1983 following a unanimous vote by the CAA on October 14, 1982 (CAA minutes), a recommendation by the CAA to the President on this same date, and the President's subsequent approval of the following proposed policy on November 18, 1982:

Students dismissed for poor scholarship must remain out of the University for at least one regular semester. At the end of this period, students will be automatically eligible for reinstatement and may re-enter the University provided they indicate their intentions to do so prior to established deadlines. Reinstated students re-enter the University with the cumulative GPA they had upon dismissal and are placed on academic probation. This probationary status will continue so long as the student satisfies the conditions specified in the section on "Academic Probation." Students failing to make satisfactory progress are dismissed and may not be reinstated a second time except by approval of the Committee on Reinstatement. (Eastern Illinois University General Catalog, 1983/1984, p. 40)

In addition to the change noted in the reinstatement policy above pertaining to *automatic reinstatement* versus *petition for reinstatement by committee*, the revised reinstatement policy includes modifications to the academic standards section of the policy when it states that "students who fail to make satisfactory progress following reinstatement may not be reinstated a second time except by approval of the Committee on Reinstatement." While the CAA minutes dated October 14, 1982 and the CAA minutes dated October 21, 1982 did not provide an explanation for the change in the reinstatement policy itself nor did the minutes provide an explanation for the addition to the academic standards section of the reinstatement policy, the minutes did provide an indication that there would be a change in title from the *Committee on Admissions* to the *Committee on Reinstatement* as well as an indication that there would be a recommendation to the President pertaining to the composition of the Committee on Reinstatement. Specifically, on October 14, 1982, "the motion to change the title of

the Committee on Admissions to the Committee on Reinstatement" (CAA minutes) was made, and the motion carried unanimously. On October 21, 1982, the structure of the Committee on Reinstatement was established, and the recommendation for the composition of the Committee on Reinstatement was approved. The recommended composition consisted of five voting members and one non-voting member as follows:

1 student - appointed by the Student Body President for one-year term.

2 full-time faculty members - appointed by the CAA for three-year terms.

Director of Admissions.

Dean of Academic Development.

non-voting member would be a professional counselor appointed by the Director of Counseling. (CAA minutes, October 21, 1982, p. 2)

The change in title and the composition of the Committee on Reinstatement were approved by the President on January 31, 1983, and these items became effective during the Summer term, 1983.

Explanation of Current Reinstatement Procedures

While the above reinstatement policy is still in effect at this institution today, an academic requirement that students must meet upon reinstatement was added to the academic standards section of the reinstatement policy following a unanimous vote by the CAA on April 20, 1989. The academic requirement pertaining to GST 1000 (General Studies - See Description, p. 11), as described below, became effective during the Fall term, 1990, and as a result of this addition, the current reinstatement policy reads as follows:

Students dismissed for poor scholarship must remain out of the University for at least one regular semester. At the end of this period, students dismissed for the first time will be automatically eligible for reinstatement and may re-enter the University provided they indicate their intentions to do so prior to established deadlines. Any student dismissed from Eastern Illinois University for academic reasons must enroll in GST 1000 during the term in which he or she re-enters the University as a condition of reinstatement. Reinstated students re-enter the University with the cumulative GPA they had upon dismissal and are placed on academic probation. This probationary status will continue so long as the student satisfies the conditions specified in the section on "Academic Probation." Students failing to make satisfactory progress are dismissed and may not be reinstated a second time except by approval of the Committee on Reinstatement.... (Eastern Illinois University Undergraduate Catalog, 1996/1997, p. 56).

Descriptions of Admission Policies

(Cited from Eastern Illinois University's
Undergraduate Catalog, 1996/1997)

Admission Policies for Beginning Freshmen: The University will consider applications...from candidates who rank in the upper one-half of their high school class based on six or more semesters *and* have an ACT composite standard score of at least 18 (SAT 700) *or* who rank in the upper three-fourths of their high school class based on six or more semesters *and* have an ACT composite standard score of at least 22 (SAT 890).... (p. 46) [italics in original]

Admission Policies for Transfer Students: ...the University considers

applications for admission from candidates who have attended one or more other colleges and universities. In order to be considered for admission, an applicant must submit official transcripts for all educational institutions previously attended; these include each college or university, as well as the high school from which the applicant graduated.

Applicants must have a cumulative grade-point average of 2.00 on a 4.00 grading scale based on all college-level work attempted, and a 2.00 cumulative grade-point average on a 4.00 scale from the last institution attended.

Transfer students with fewer than 30 semester hours of earned credit must also meet beginning freshmen admission requirements. (p. 46)

Admission Policies for International Students: Applicants who are non-United

States citizens or non-Permanent Resident Aliens may apply for admission by submitting completed International Student Application forms.... Students whose native language is not English or whose college preparatory work has been done in non-English speaking schools must present minimum scores of 500 on the Test of English as a Foreign Language (TOEFL) or proficiency level 9 from an ELS Language Center in the United States to be considered for admission.

If otherwise admissible, students scoring between 500 and 549 on the TOEFL or at proficiency level 9 on the ELS will be required to enroll in English as a Second Language I (English 0990) during their first term of attendance. Students scoring at 550 or above on the TOEFL or at proficiency level 9 on the ELS will be

required to enroll in English as a Second Language II (English 0995) during their first term of attendance. (p. 48)

Definitions of Applicable Terms

(Cited from Eastern Illinois University's

Undergraduate Catalog, 1996/1997)

Provisional Admission: Effective during the Fall term, 1993, Eastern applicants must meet the following high school subject requirements in order to be admitted to this institution on a non-provisional basis:

College-Preparatory English: Four years of English, emphasizing composition, grammar, and literature. As much as one year of the requirement may be satisfied by two semesters in any combination of drama, debate, public speaking or journalism.

College-Preparatory Mathematics: Three years of mathematics, including algebra, geometry, advanced mathematics, or computer programming.

College-Preparatory Science: Three years of natural sciences (biological and physical), with significant laboratory experiences.

College-Preparatory Social Studies: Three years of social studies, including one year of United States history and/or government.

Electives: Two years of academic or vocational electives.

First-time freshmen applicants and transfer applicants with fewer than 30 hours of acceptable credit, who meet all criteria for admission except high school course-specific requirements, will be admitted on a provisional basis if (1) they did not have an opportunity to complete the minimum college preparatory curriculum in

high school; or (2) they are admitted through the Minority Admissions Program.

The courses in which provisionally admitted students enroll must include courses in high school subject areas in which course-specific requirements were not met.

One three-hour college course is considered to be the equivalent of one year of high school work in a subject area. To remove provisional status in English, Mathematics, Science and/or Social Studies, students must complete at least three semester hours of coursework with a grade of C or better for each year or fractional year of deficiency in a subject area. (Proficiency examination credit in accordance with University policy also is acceptable)....

Transfer students admitted on provisional bases will be considered to have removed a deficiency if they received a grade of C or better in transfer work equivalent to at least three semester hours, or four quarter hours, for each year or fractional year of deficiency in a subject area. (pp. 46-47)

GST 1000 (General Studies): Reading and Study Improvement. Learning principles as they apply to the development of efficient study skills, emphasis on reading instruction designed to improve comprehension and rate. May be repeated; does not count toward graduation. (p. 168)

Academic Dismissal: A student will be academically dismissed if:

1) at the end of **any** grading period the student's grade point average (GPA) is 0.00 and the cumulative GPA is below 2.00; or 2) at the end of **any** grading period the student on academic probation fails to make satisfactory progress toward good academic standing as defined under Academic Probation. (p. 56)

Grade-Point Average: The number of grade points for a grade in a given course is found by multiplying the grade-point value by the number of semester hours which may be earned in the course. The cumulative grade-point average is computed by dividing the total number of grade points which a student has earned in all courses taken at Eastern Illinois University by the total number of hours represented by those courses (excluding courses in which a student has grades of "I", "CR", "NC", "W", "WF", "WP", "AU", or "X"). (p. 55)

Grading Period: Any semester or summer term in which a student registers in the University and remains beyond the day on which the official count is taken will be considered a grading period attended. (p. 55)

Good Standing: A student whose cumulative grade-point average is at least 2.00 in courses taken at this University is in academic good standing. (p. 55)

Academic Warning: If, at the end of a grading period (semester or summer term), a student's cumulative grade-point average in courses taken at the University falls below 2.00, but not so low as to warrant academic dismissal, that student will be placed on academic warning. (p. 56)

Academic Probation: If, at the end of a grading period (semester or summer term) on academic warning, a student's cumulative grade-point average in courses taken at the University is still below 2.00, but not so low as to warrant academic dismissal, that student will be placed on academic probation.

A student on academic probation must achieve the following grade-point average each grading period until good academic standing is reached or he/she will be academically dismissed:

- 1) Freshmen and sophomores MUST earn a minimum GPA of 2.10.
- 2) Juniors and seniors MUST earn a minimum GPA of 2.25. (p. 56)

Definitions of Applicable Terms

(Stipulated on the Basis That These Terms
are Applicable to This Study Only)

First-time Reinstated Student: Any student who was reinstated to this institution for the *first time* following academic dismissal was considered a first-time reinstated student.

Academically Successful: Any reinstated student who was **not** dismissed a second time and who was enrolled at this institution at the conclusion of the Spring term, 1996, graduated from this institution prior to the Spring term, 1996 or at the conclusion of the Spring term, 1996, or left this institution in good academic standing, on academic probation, or on academic warning prior to the Spring term, 1996 was considered academically successful.

Academically Unsuccessful: Any reinstated student who was **not** enrolled at this institution at the conclusion of the Spring term, 1996 either due to academic dismissal for the second time or due to the student's voluntary withdrawal during the term in which he or she was reinstated was considered academically unsuccessful.

Quality Point Deficiency (QPD): Similar to Wishart's study (1990), QPD was defined as the number of points a student was lacking in terms of reaching a cumulative 2.00 grade-point average. In this study, QPD was calculated as follows:

of Semester Hours (GPA Hours) x 2 = Total Grade Points

= # of quality points deficient

Based upon the manner in which grade points are assigned at this institution, (ie:

A = 4.00 points, B = 3.00 points, C = 2.00, and D = 1.00 point), 10 credits of

"C" equals 20 quality points, while 10 credits of "D" equals 10 quality points.

Thus, in this study, a student who had 10 credits of "D" was 10 quality points deficient.

CHAPTER 2

REVIEW OF THE LITERATURE

Much of the literature on academic success in college has been based on studies of students admitted directly from high school. In these studies, researchers have agreed that ACT composite scores, high school grades, and high school percentile rank (HSPR) are strong predictors of success in college for this specific group of students (Wishart, 1990).

Unlike the studies that have been completed on the academic success of students admitted to college directly from high school, many of the studies that have been conducted on the academic success of reinstated students have found either inconclusive or conflicting results (Hall & Gahn, 1994). For purposes of completing this study, the relevant research on academic success in college in relation to both groups of students was considered.

Studies of Students Admitted Directly From High School

In predicting the success of those students who are admitted to college directly from high school, Bertrand (1955) reported that high school grade-point average is the single best predictor of college success available. Astin (1973) further suggested that high school grades are even more important than academic ability. The Iowa Board of Regents study (cited in Wishart, 1990) reported that high school percentile rank (HSPR) is more important than high school grades, attesting that "HSPR is the only variable that can be defended as the basis for admissions decisions" (p. 18). Merante (1983) also suggested that rank in graduating class or HSPR is the single best predictor of academic performance in college, but he stated that HSPR and SAT/ACT results

should be considered together for a more accurate prediction of success. In the event that the college experience is postponed by a number of years, age becomes a better predictor than does the combination of class rank and SAT/ACT results (Merante, 1983).

One of the most appropriate tools that is available for educational institutions to utilize in predicting academic success in college for those students admitted directly from high school is the validity study (Merante, 1983). This method is advantageous for educational institutions to use for two reasons. First, the validity study method is an individualized approach that allows for the differences in populations among colleges and second, validity studies can analyze single factors as well as investigate the results of a combination of factors (Merante, 1983). According to Merante (1983), the validity study "is a quantitative measurement that uses objective data as guidelines for admissions and placement decisions" (p. 42).

Its statistical method--multiple regression analysis--is used to express the relationship that exists between various numerical data. The three types of academic information most often used are high school grades (grade-point average), SAT/ACT or achievement test scores, and class rank. These three predictors are then expressed in a correlation coefficient which, in turn, determines the likely future of academic success of applicants. (Merante, 1983, p. 42)

While studies cannot accurately predict the academic performance of *every* individual student who attends college directly from high school, the validity study "makes a fairly accurate prediction so that A, B, or C work can be projected with a fair

degree of statistical reliability" (Merante, 1983, p. 43). In other words, any individual student may overachieve or underachieve such a projection by a wide margin; but on the average, the student population as a whole will not do so (Merante, 1983).

In addition to validity studies, demographic studies can also assist educational institutions in predicting academic success in college for those students admitted directly from high school. Specifically, demographic analysis could consider such factors as age, gender, family size or birth order, family income, parent occupation, present level of education, religion, race, nationality, and social class (Merante, 1983). In some instances, geographic and psychographic factors also assist educational institutions in predicting academic success for those students admitted to college directly from high school (Merante, 1983). Chickering (cited in Merante, 1983) stated that residential living as opposed to commuting also positively influences collegiate success in terms of academic development.

Entwistle and Brennan (cited in Merante, 1983) stated that another analysis that can be used to predict the academic success of entering freshmen is cluster analysis, which compares similar traits in order to detect groups that have similar patterns. Smithers (cited in Merante, 1983) further suggested that component analysis, a method which seeks to identify the types of students who would be successful in studying specific subjects, could also be a useful tool in predicting academic success in some instances.

Studies of Students Reinstated Following Academic Dismissal

According to Wishart (1990), many academic standards committees assume that the same criteria that are used to predict the academic success of those students admitted to college directly from high school can likewise be used to predict the

academic success of reinstated students (Wishart, 1990). Wishart's study (1990) questioned that assumption and attempted to discover which characteristics of reinstated students are actually related to academic success following reinstatement.

In this study, the sample consisted of 187 Iowa State University students (143 males and 44 females). Of the participants, 125 students were admitted to the university directly from high school, were academically dismissed at least one time, and were then reinstated to the College of Education at a later date. The remaining 62 students were transfer students from either two-year or four-year colleges elsewhere. The average ACT scores for the group of students who were admitted to Iowa State directly from high school was 21.08. The median HSPR for this same group of students was 36.03 (first percentile = highest rank), with 80% of the students who entered directly from high school graduating in the upper half of their class. The average quality point deficiency (QPD) was 16.14. As stipulated earlier, Wishart (1990) defined QPD as the number of points a student was lacking in terms of reaching a 2.0 grade-point average.

Wishart (1990) selected quality point deficiency (QPD), classification or grade level, change of major, times dismissed, length of time out of school, community college attendance during the interim, transfer or direct admission from high school, ACT, HSPR, and gender as variables in this study, and she treated academic advising as a constant. It was assumed that the reinstatement procedures were similar for all students who participated in the study (Wishart, 1990).

Wishart (1990) obtained a transcript of all students in the study, and she categorized each student as successful or unsuccessful. "A student was classified as

academically successful if at the time of the study he or she had graduated from the university, was currently enrolled, or had left the university in good standing" (Wishart, 1990, p. 19). Chi-square analysis was run on each of the variables against success, utilizing the SPSS statistical program (Wishart, 1990).

The results of Wishart's study (1990) suggested that the academic success of reinstated students was significantly related to quality point deficiency (chi-square = 18.664, $df = 2$, $p < .01$). Specifically, while 62% of those students with a QPD of less than 20 were successful, 41.8% of those students with a QPD of greater than 20 were successful (Wishart, 1990).

Academic success was also significantly related to classification or grade level at the time of reinstatement (chi-square = 14.87, $df = 1$, $p < .01$) (Wishart, 1990). Specifically, in this study, freshmen and seniors were less successful than sophomores and juniors (Wishart, 1990).

For all other variables employed in this study, including change of major, times dropped, time out, community college attendance during the interim, transfer or direct admission from high school, ACT, HSPR, and gender, no significant relationship was found to academic success (Wishart, 1990).

Like Wishart's study, the primary purpose of Hansmeier's study (1965) "was to investigate the relationship between selected academic and nonacademic variables and the success after readmission or reinstatement of students academically dismissed from the University College of Michigan State University" (p. 195). At the time, University College was the college of general education, and this college sheltered all students at Michigan State University until they applied for and were admitted to an upper college

in the junior year (Dressel, 1958). In Hansmeier's study (1965), the following research hypotheses were investigated:

1. The proportion of women students who are successful after readmission or reinstatement is greater than the proportion of men students who are successful.
2. The proportion of veterans who are successful after readmission or reinstatement is greater than the proportion of nonveterans who are successful.
3. Students who are successful after readmission or reinstatement earned higher grades in high school than students who are unsuccessful.
4. Students who are successful after readmission or reinstatement were younger at matriculation than students who are unsuccessful.
5. Students who are successful after readmission or reinstatement performed at a higher level on college entrance tests than students who are unsuccessful.
6. Students who are successful after readmission or reinstatement earned higher grade-point averages during their first quarter in college than students who are unsuccessful.
7. Students who are successful after readmission or reinstatement came from families with higher socioeconomic status than students who are unsuccessful.

(Hansmeier, 1965, p. 195)

According to Hansmeier (1965), "the research hypotheses were based on the assumption that variables which have been proved empirically to be related to college student achievement and persistence in general may also be related to student achievement and persistence after readmission or reinstatement" (p. 196).

In Hansmeier's study (1965), the sample consisted of 213 men and 81 women who entered Michigan State University as new freshmen, were dismissed from the university due to low scholarship, and were then reinstated subsequent to their academic dismissal. The data that were used in this study included:

- (1) college entrance test scores...; (2) college achievement measures (grade-point average, end of first quarter in college and cumulative grade-point average, end of quarter of initial withdrawal); (3) socioeconomic status measures (occupation of the father, years of education completed by the father, and years of education completed by the mother), (4) high school data (quarter rank in high school graduating class, college entrance deficiencies and conditions indicative of inadequate high school preparation, and year of graduation from high school); and (5) personal data (sex, age at the time of college matriculation, and veteran status). (Hansmeier, 1965, pp. 196-97)

Similar to the manner in which success was defined in Wishart's study (1990), success was defined in Hansmeier's study (1965) as "(1) graduation with a baccalaureate degree, (2) termination with a grade-point average of 2.00 or better..., or (3) progress toward the baccalaureate degree with at least a 2.00 grade-point average" (p. 196).

The application of t-tests and chi-square tests was used to identify the significant differences between the four subsamples including: (1) 90 successful men, (2) 123 unsuccessful men, (3) 35 successful women, and (4) 46 unsuccessful women (Hansmeier, 1965). According to Hansmeier (1965), "the efficacy of ten academic predictor variables, eight test scores and two achievement measures, was investigated"

(p. 200). The results of the biserial correlation analysis support the following conclusions:

1. Entrance test scores were of limited usefulness in predicting success after readmission or reinstatement. Biserial correlation coefficients for male subjects ranged from .084 to .211 (median = .1795) and the coefficients for women ranged from .099 to .307 (median = .1915).

Although six of the 16 coefficients of biserial correlation differed significantly from zero, the practical significance for individual prediction purposes is negligible.

2. First quarter grade-point index and grade-point average at the end of the quarter of initial withdrawal were effective predictors of success, yielding biserial correlation coefficients of .513 and .532, respectively, for male subjects and coefficients of .546 and .650, respectively, for female subjects. (Hansmeier, 1965, p. 201)

Empirical probability tables were developed in this study showing the number and percent of the subjects at various levels of grade-point achievement who were successful after readmission or reinstatement at Michigan State University (Hansmeier, 1965). The probability tables demonstrated the following results:

1. Only 32 per cent (66 of 208) of the academic withdrawals who had first quarter grade-point averages below 2.00 were successful and 24 per cent (31 of 127) of the subjects with grade indexes below 1.50 at the end of their first quarter in college were successful.

2. Forty per cent (113 of 281) of the subjects with cumulative grade-point averages below 2.00 at the end of the quarter of initial withdrawal were successful, but only 21 per cent (31 of 145) of the individuals whose averages were below 1.50 were successful. There was a sharp drop in rate of success for students within the 1.00-1.49 cumulative grade-point interval compared to those within the 1.50-1.99 category. (Hansmeier, 1965, p. 201)

According to Hansmeier (1965), "these data indicate that grade-point average, even as early as the first quarter in college, was an important indicator of students' potential for post-readmission success" (p. 201).

The null hypothesis that students who are successful after readmission or reinstatement earned higher grades in high school than students who are unsuccessful after readmission or reinstatement was supported by certain tests of significance and was rejected on the basis of other tests. (Hansmeier, 1965). Data entered on the subjects' permanent academic records, or transcripts, indicated the following results:

The rate of success by quarter rank in high school graduating class was: first quarter, 58 per cent; second quarter, 39 per cent; third quarter, 42 per cent; fourth quarter, 30 per cent. The subjects who ranked in the first quarter were significantly more successful (.02 level) than those who ranked in the fourth quarter. Sixty-one per cent of the male subjects who ranked in the first quarter were successful compared with 33 per cent of those in the bottom quarter who were successful, a significant percentage difference. The percentage difference among female subjects was not statistically significant. (Hansmeier, 1965, p. 198)

In contrast to the information obtained from the subjects' transcripts, the chi-square test of differences in high school quarter rank for successful and unsuccessful subjects showed no statistical significance. Specifically, the numbers of successful and unsuccessful students who ranked in the upper and lower one-half of their high school class were not significantly different for men or for women (Hansmeier, 1965).

Other results of this study showed that 42 % of the male subjects and 43 % of the female subjects were successful. As a result, the null hypothesis of no gender difference in the rate of post-reinstatement success was accepted (Hansmeier, 1965).

Veteran status was also a non-significant factor in the success of reinstated students following academic dismissal. Specifically, 51 % of the veterans were successful upon reinstatement, while 40 % of the nonveterans were successful upon reinstatement (Hansmeier, 1965).

Mean age differences between successful and unsuccessful male and female subjects were not statistically significant. Therefore, the null hypothesis in regard to age at matriculation was not rejected. "Mean ages at the time of college matriculation for the various subsamples were: successful men, 19.4; unsuccessful men, 19.2; successful women, 18.1; unsuccessful women, 18.2" (Hansmeier, 1965, p. 198).

Finally, the results of this study suggested no significant differences between successful and unsuccessful subjects in regard to socioeconomic status. In this study, socioeconomic status was measured by occupation of father and formal education of both parents (Hansmeier, 1965).

The purpose of Campbell and Hahn's study (1962) was to analyze the variables that often influence committee decisions to readmit students whose academic

performance was previously substandard at the University of Utah. Specifically, this study attempted to seek answers to the following questions in order to improve readmission procedures at this institution.

1. To what extent can it be assumed that absence from school is followed by improvement of academic work?
2. How much justification is there for believing that students who, while away from college, engaged in significant activities will perform better academically than those who merely did routine jobs or were unemployed?...
3. Is there a relationship between the quality of the student's high school preparation and improvement made subsequent to interruption of his academic studies?
4. Is length of absence from college a criterion that may justifiably be employed in arriving at a decision about readmission? (Campbell & Hahn, 1962, pp. 127-128)

Campbell and Hahn (1962) based their investigation on information contained in files on all students who had low grade-point averages and who were readmitted to the University of Utah between 1952 and 1959. These files included data not typically found in high school and college transcripts. Specifically, the files contained information such as causes of academic failure, reports from counselors and academic departments, length of time out of school, and occupational activities that the students participated in during their absence from the institution (Campbell & Hahn, 1962).

This study included a total of 538 students who were subdivided into groups having engaged in "activities of import" such as the military or church mission and other

students who, during their absence from the campus, had engaged in unskilled labor, truck driving, etc., or who had been unemployed (Campbell & Hahn, 1962). In this study, it was determined that these students' grade-point averages achieved *after returning* to school were the best available criteria for evaluating academic performance. These averages, compared with the grade-point averages achieved *before leaving* the institution, established whether or not any improvement in academic performance had actually occurred (Campbell & Hahn, 1962).

Mean grade-point averages and standard deviations were computed for each of the groups of students who had engaged in "activities of import" (the test groups), for the total of all of these test groups, for the groups of students who had not used absence from school for such "activities of import" (the control group), and for the total of all students included in this study. These computations were done both for the grade-point averages before and after absence from the campus. The means thus obtained were then tested for significance using students' "t" tests establishing .05 as the level of significance.... (Campbell & Hahn, 1962, p. 129)

While the findings in Campbell and Hahn's study (1962) indicated that all *groups* of failing students included in this sample improved their academic performance when compared with their performance prior to leaving the institution, the group of students who had engaged in "activities of import" improved significantly more than the group of students who did not engage in such activities. In terms of the academic performance of individual students, the findings in this study indicated that a few students went far beyond the average in improvement of their work, while other students showed no improvement at all or actually performed on a lower level than they

had performed prior to the interruption of their academic work. The findings in this study also suggested that while students in each of the groups classified by length of absence showed academic improvement following their return to college, students who had been absent six quarters or more showed a significantly greater improvement than any of the other groups of students.

Based upon the findings in this study, Campbell and Hahn (1962) noted that the following conclusions appear to be justified concerning reinstatement procedures for those students whose previous performance was substandard:

1. Since this study showed a definite likelihood of academic improvement following a period of absence from college, it would be unwise for institutions to "bar" all students from reinstatement whose previous academic record was unsatisfactory.
2. Inasmuch as objective data do not indicate with sufficient clarity which students will improve their college work after reinstatement and which students will not improve their college work after reinstatement, reinstatement decisions should be made based upon *all* pertinent circumstances involved in each individual case. Such information would include but would not be limited to entrance test data, previously earned college grades, length of absence from college, positive activities during the absence, causes of previous academic failure, and potential methods for improving academic performance.
3. Since improved academic performance tends to follow an absence from college but is not necessarily due to the absence alone, reinstatement decisions should go beyond the question of acceptance or rejection, and the decisions should stipulate conditions that are likely to produce the needed improvement of academic performance in each individual case.

4. Adequate records and sufficient staff time are needed to consider all necessary factors prior to making reinstatement decisions. Specifically, institutional administrators and/or reinstatement committees should allow enough time to hold necessary conferences with students and to seek academic departments' viewpoints prior to making any important decisions.

Similar to Campbell and Hahn's study (1962), the purposes of Schuster's study (1971) were: (a) to analyze the significant variables that often influence committee decisions about academically dismissed students and, (b) to compare these variables with variables that sometimes predict grade-point averages after reinstatement.

In Schuster's study (1971), data were collected and coded for all students who had been previously dismissed for poor scholarship and who had requested readmission to Iowa State University during the academic year 1968-1969. At this institution, students were not *automatically* reinstated, but students were required to submit a letter to the Academic Standards Committee of the College of Sciences and Humanities requesting readmission to Iowa State University. At the time of this study, this committee was the institutional governing body charged with making reinstatement decisions for all students who were academically dismissed from Iowa State University (Schuster, 1971).

In Schuster's study (1971), several different types of variables were coded in an attempt to analyze the reinstatement decisions of the committee pertaining to this specific group of students. The independent biographical variables included gender, year in college, number of quarters out of school, whether or not the student entered Iowa State University as a new freshman or as a transfer student, and whether or not

the student was classified as disadvantaged. Another general category included the student's previous academic record, including the number of credits passed, the number of credits attempted, the number of grade points, the student's cumulative GPA at the time of dismissal, the grade point change for the last two quarters, the number of quarters with a grade point quarter average below 2.0, the number of F's not made up on the academic record, and the number of quality points short of a 2.0 GPA at the time of dismissal (Schuster, 1971). A number of characteristics was evaluated from the student's readmission letter including a self-analysis of previous academic failure, an indication of maturity and determination, and a perceived ability to set realistic goals if readmitted. These items were rated on a scale of 1 to 3 (Schuster, 1971).

Two criteria pertaining to readmission were also studied: a simple dichotomous decision to readmit or not to readmit and the percentage of the committee members who voted favorably to readmit the student. For those students who were readmitted, GPA for the first quarter back was also used as the dependent variable (Schuster, 1971).

Multiple regression analyses were done to predict both criteria. A third multiple regression analysis was performed to predict the GPA for the first quarter back of the readmitted students. Eighty-seven students were involved in the first two analyses, but only 51 students had been readmitted sufficiently long enough that their first quarter back grades were available for analysis. (Schuster, 1971, p. 172)

The results of this study indicated that the academic success of readmitted students was highly related to quality point deficiency (QPD) as well as to the length of time a student was out of school prior to readmission. According to Schuster (1971), the

significance of both variables was at the .01 level. For all other variables studied, no significant relationships to academic success after readmission were noted.

In Kinloch, Frost, and MacKay's study (1993), information was gathered on approximately 7,800 students who were enrolled in the College of Social Sciences between Spring 1991 and Summer 1992 in an attempt to assess the relative effectiveness of specific readmission conditions among nearly 500 social science majors who were dismissed from a large state university between Spring 1989 and Fall 1991. The data were analyzed with respect to the relationship between background and academic traits and academic standing on those students who were on probation or were dismissed at the end of the previous semester versus those students who were in good standing. These factors consisted of race, gender, age, citizenship status, major, classification, high school GPA (where available), and transfer status. Cross-tabulations were developed, and tests of significance (chi-square analyses) were run in each case (Kinloch, et. al., 1993).

The second part of this study focused on approximately 500 students who were dismissed and reinstated between Summer 1989 and Spring 1992. The data were examined with respect to the effects of background characteristics, academic traits, and the specific conditions of their readmission on whether they were successful in attaining good standing at the end of that semester.

Readmission conditions consisted of: (a) attend a community college to complete A.A. degree and return with satisfactory GPA, (b) deal with grade problem..., (c) change major, (d) stay out of school and take correspondence courses to improve GPA, (e) make use of forgiveness policy to repeat courses (maximum of two) and

improve specific grades, (f) bring GPA up to good standing...or be permanently dismissed at the end of the semester, and (g) withdraw from courses retroactively based on documented reasons. Again, cross-tabulations and significance tests...were used to examine these relationships. (Kinloch, et., al., 1993, p. 19)

The results of this study indicated that probationary or dismissal status was significantly related to nearly all of the background and academic variables. Specifically, in this study, Asian-Americans were dismissed significantly less often than White students, African-Americans, and Hispanics. White students were also dismissed somewhat less often than African-Americans. Males were dismissed more often than females, and students in their mid-20's were dismissed more often than older or younger individuals (Kinloch, et., al., 1993).

In relation to academic characteristics, juniors encountered more problems than seniors, "reflecting, perhaps, the difficulties experienced by some transfer students during their first year at the university. Transfer students clearly experienced more problems than native students; however, this result may reflect higher admission standards without an A.A. degree..." (Kinloch, et. al., 1993, p. 20). While high school GPAs were available for only about 48% of the students, the results indicated that students with a high school GPA of less than 2.0 more often experienced probationary or dismissal status than those students in all other grade ranges. Finally, the results of this study indicated that those students majoring in interdisciplinary programs such as social science encountered academic problems more often than those students majoring in political science, sociology, international affairs, and geography.

Students majoring in economics also tended to be dismissed more often than those students majoring in sociology and geography (Kinloch, et al., 1993).

In terms of how these same factors affected academic performance following readmission, fewer background and academic traits were statistically significant (Kinloch, et al., 1993). Specifically, academic success among those who were readmitted was significantly associated only with gender, the quality point deficit, and certain readmission conditions. Thus, academic failure was associated with a variety of background and academic traits, but academic success following reinstatement was associated with such factors to a far lesser extent (Kinloch, et. al., 1993).

Hall and Gahn's study (1994) was conducted to determine whether or not specific variables could be found to be predictors of success after reinstatement. In this study, the population consisted of "all freshmen from the College of Liberal Arts and Sciences who entered the university in the fall 1987 and were subsequently dismissed between spring 1988 and spring 1991" (Hall & Gahn, 1994, p. 9). Over this four year period, 520 students were academically dismissed from this university. Of these 520 students, 227 students applied for readmission, and 160 students (70%) were actually readmitted (Hall & Gahn, 1994).

Logistic regression analysis was employed using one dependent variable and six independent variables. The dependent variable was success after reinstatement in college. Similar to previous studies, students were considered successful in this study "if they graduated, continued in good standing (earning at least a 2.0 on a 4.0 scale), or left the university in good standing. Students who earned less than a 2.0 semester GPA after readmission were subject to a second dismissal and were therefore judged

unsuccessful" (Hall & Gahn, 1994, p. 9). According to Hall and Gahn (1994, p. 9), the independent variables in this study included:

A. Past performance

1. Cumulative GPA at time of dismissal
2. Level in school at time of dismissal (e.g., freshman)
3. Composite ACT score

B. Experiences following dismissal

4. GPA elsewhere
5. Number of semesters between dismissal and readmission
6. Number of hours earned elsewhere between dismissal and readmission

In this study, 80 of the 160 students (50%) were successful upon readmission. Of all readmitted students, no transfer GPA was available for 68 students (43%) who had been readmitted without having completed coursework at another institution. Since students can be dismissed at this institution due to lack of completion of certain beginning level math and English courses in combination with poor grades, students are sometimes allowed to return without taking courses elsewhere (Hall & Gahn, 1994). "Analysis of this group of students using all variables except transfer GPA and transfer hours yielded results comparable to the full model.... The other independent variable with missing data was the ACT score, which is not a requirement for admission" (Hall & Gahn, 1994, p. 9).

The results of this study showed that both GPA prior to dismissal and transfer GPA were good predictors of success upon reinstatement. ($p < .01$, respectively) (Hall & Gahn, 1994). While the past assumption at this institution had been that more time

away would allow maturation and increase motivation, the length of time away after dismissal was not a predictor of success in this study. According to Hall and Gahn (1994), "it is possible that those students most strongly motivated to come back and succeed were the ones who applied early for exceptions to the readmission policy, were convincing enough to be approved, and were able to follow through on their efforts" (p. 10).

College entrance examinations are intended to show ability to succeed in college. However, in this study, "the inability of the ACT score to predict success following readmission may indicate that some students who are dismissed have the ability to succeed in college but are not able to realize it" Hall & Gahn, 1994, p. 11). In this study, cumulative GPA at the time of dismissal and transfer GPA were better measures of actual performance in college; thus, these two variables were more directly related to success than was the ACT score (Hall & Gahn, 1994).

Level in school at the time of dismissal was not significantly related to subsequent success when the GPA measures were included in the analysis. However, the results of this study suggested that it is a variable worth examining in future studies (Hall & Gahn, 1994).

Unlike other studies that were conducted either to determine what factors influence academic success following reinstatement and/or to determine the effectiveness of specific readmission or reinstatement conditions, Ott's study (1988) was conducted to identify the characteristics that predict academic dismissal (AD) rather than satisfactory performance (SP) after reinstatement. "The study included two cohorts of students: fall 1984 entrants and fall 1985 entrants. Data for the two cohorts

were analyzed separately to determine whether results for the first cohort would be replicated with the second" (Ott, 1988, p. 37).

In this study, a multivariate research design was used that included one dependent variable and eight independent variables. The dependent variable was academic performance, and this variable was measured by academic dismissal or satisfactory performance after one term in college. The independent variables included SAT Verbal score, SAT Math score, high school grade point average in academic courses, race, sex, dormitory or commuter student, full-time or part-time attendance status, and academic grouping of student's major. Logistic regression analysis was used to determine which of the independent variables studied were significantly related to academic performance (Ott, 1988).

The logistic regression analyses indicate that in both 1984 and 1985 there was a very strong inverse relationship between student's high school academic gpas and their predicted probability of academic dismissal after one semester in college. Students with lower high school academic gpas had significantly higher predicted probabilities of academic dismissal than did students with higher high school academic gpas. With regard to SAT scores, SAT Verbal scores were inversely related to the predicted probability of academic dismissal for the 1985 entry-year cohort. Students in the 1985 cohort with lower SAT Verbal scores had significantly higher predicted probabilities of academic dismissal than did students with higher SAT Verbal scores. However, SAT Verbal scores were not significant predictors of academic performance (AD or SP) for the 1984 cohort,

and SAT Math scores were not significant predictors of academic performance for either cohort. (Ott, 1988, p. 43)

According to Ott (1988), these findings for academic dismissal after one semester in college are consistent with previous studies that found that past grade performance in either high school or college was a better predictor of success in college than standardized test scores.

After controlling for student ability and precollege achievement by including SAT Verbal and Math scores and high school academic gpas in the logistic regression equations, two of the five categorical variables (race and academic grouping) were found to be significant predictors of academic performance (Ott, 1988). In this study, the contrasts of interest for race were between blacks and Asians and between blacks and whites. Likewise, the contrasts between the coefficients for blacks and Asians and between the coefficients for blacks and whites were statistically significant for both entry-year cohorts "This result indicates that students in the same academic grouping with equal SAT scores and with equal high school academic gpas were more likely to encounter academic failure if they were black than if they were Asian or white" (Ott, 1988, p. 44).

Academic grouping was also a significant predictor of first-semester academic performance for both the 1984 and 1985 entry-year cohorts. The academic groupings with the largest positive coefficients, and thus the groupings with the largest predicted probabilities of academic dismissal after one semester in college, included the Agricultural and Life Sciences (ALSC) grouping and the Mathematical and Physical Sciences and Engineering (MPSE) grouping for both cohorts.

This result indicates that students of the same race with equal SAT scores and equal high school academic gpas were more likely to encounter academic failure in ALSC and in MPSE than in the other academic groupings. A possible explanation of this effect is that students enrolled in ALSC and MPSE generally had more substantial science and mathematics requirements than did students in the other academic groupings. Furthermore, grading standards may have differed among the academic groupings. (Ott, 1988, p. 45)

In Ott's study (1988), three variables, including gender, residence, and attendance status, were not significant predictors of academic performance. According to Ott (1988), given the same SAT Verbal and Math scores and the same high school academic gpas, there was no significant difference in the predicted probability of academic dismissal after one semester of college for (1) men and women students, (2) dormitory and commuter students, and (3) full-time or part-time students. Additionally, the interaction of race by academic grouping was not a significant predictor of academic performance for either cohort (Ott, 1988).

The results of this study indicated that there were certain students at higher risk than other students for academic dismissal at the end of the first college semester. Specifically, those students at the highest risk for academic dismissal were students with relatively low high school academic gpas, blacks, and students in two academic groupings, the Division of Agriculture and Life Sciences and the Division of Mathematical and Physical Sciences and Engineering (Ott, 1988).

One institutional response to these findings would be to provide these students with additional academic support in their first semester in college. Another possible

response would be to put somewhat more emphasis on high school academic gpas in the admission process, and somewhat less emphasis on SAT scores. There is also an apparent need to identify and ameliorate the specific academic, social, or other factors that may differentially impact the academic performance of blacks on a predominantly white campus. (Ott, 1988, pp. 45-46).

The purpose of Lautz, MacLean, Vaughan, and Oliver's study (1970) was to "add to current knowledge about the readmitted academic failure so that eventually some basis for both sound reinstatement decisions and workable rehabilitation programs may be formulated" (Lautz, et al, 1970, p. 192).

In this study, the sample consisted of 55 males and 31 females who were academically dismissed and then reinstated to the General Studies Division of a midwestern university for a fall quarter. This group of students had completed a mean of 4.7 terms of college, 3.7 terms at this university with a mean overall GPA at this university of 2.398. These students had been out of school a mean of 6.3 months. The median percentile rank in the high school graduating class was 56, and the mean ACT composite standard score was 19.1 (Lautz, et al., 1970).

As a condition for readmission, each subject was required to complete a questionnaire and a test battery which included the Survey of Study Habits and Attitudes (SSHA), the Cooperative English Test (CET), and the Maudsley Personality Inventory (MPI).... (Lautz, et al, 1970, p. 193)

To complete this study, 56 variables were generated, including 16 test scores, 8 educational history items, 20 biographical items, and student opinions about the contribution of 12 factors pertaining to their previous academic failure. Information

collected included test data, educational history, biographical data, and student opinions about previous academic failure (Lautz, et al., 1970).

The data obtained were assumed to be either nominal or interval. Nominal data were analyzed using frequency-within-categories and the chi-square test of independence. Where the expected frequency in a cell was less than five, Yates' correction for continuity was used. Where interval data were available, two-tailed tests were used to test the difference between means. In addition, point-biserial correlations were calculated for each interval variable. Finally, the sample was partitioned by gender, and tests of significance were calculated for each variable for each gender (Lautz, et al., 1970).

The results of this study found that success after reinstatement was unrelated to academic achievement in high school and college. The results of this study also showed that success was unrelated to the amount of prior college experience, and the results showed that success was unrelated to ACT scores, with the exception of the ACT Mathematics subtest for male subjects. Specifically, in relation to mean test scores, "several scales differentiated between successful and unsuccessful students among either males or females" (Lautz, et. al., p. 195).

Compared with unsuccessful males, successful males had significantly higher mean scores on ACT Mathematics, SSHA Delay Avoidance, SSHA Educational Acceptance, and SSHA Study Orientation, and a significantly lower mean score on MPI Extraversion. Successful females scored significantly higher than unsuccessful females on CET Vocabulary and SSHA Work Methods. (Lautz, et al., 1970, p. 195)

The results of this study found that success after reinstatement was unrelated to gender (Lautz, et. al., 1970). Specifically, 26 of the 55 male subjects were successful, while 29 males were unsuccessful. Of the 31 female subjects in this study, 13 females were successful, and 18 females were unsuccessful. According to Lautz, et al. (1970), these proportions are not significantly different ($\chi^2 = .227$, $df = 1$).

The educational history items, which included past academic performance such as grades and the amount of college work completed, failed to differentiate between successful and unsuccessful students. Hence, these items were not related to academic success for the sample utilized in this study (Lautz, et al., 1970).

Successful and unsuccessful students were significantly different on four of the twenty biographical items included in this study. For instance, married males were more successful than single males. Specifically, six of six married males passed, while only 20 of 49 single males passed. This was not true for females since one of three married females passed, while 12 of 28 single females passed.

In relation to students' opinions about twelve factors which may have contributed to their previous academic failure, "proportions of responses in each category for students who passed were significantly different from proportions for students who failed" (Lautz, et al., 1970, p. 198). The three factors that differentiated the most included dissatisfaction with instructors or teaching methods, dissatisfaction with academic advisement, and too many personal problems (Lautz, et. al, 1970).

Overall, for those studies pertaining to the academic success of reinstated students, Hall and Gahn (1994), Wishart (1990), Ott (1988), Schuster (1971) and Hansmeier (1965) found a negative or inverse relationship between college grade-point average

(GPA) deficit and/or high school GPA deficit and success upon reinstatement.

However, Lautz, et. al. (1970) found no correlation between past academic performance in either high school or college and success after reinstatement. Campbell and Hahn (1962) and Schuster (1971) found a strong relationship between the length of time out of school and success after reinstatement; whereas, Hall and Gahn (1994) and Wishart (1990) found no relationship between the length of time out of school and subsequent academic success. Campbell and Hahn (1962) also found that some positive activities such as military duty or full-time employment undertaken during an absence from college was related to success after reinstatement. However, Wishart (1990) found no relationship between the activity undertaken during an absence from college and subsequent academic success. Kinloch, et. al. (1993) found inconsistent evidence that conditional reinstatement is related to academic success after reinstatement.

CHAPTER 3

METHODOLOGY

Subjects

In this study, the population consisted of 196 Eastern Illinois University students who were academically dismissed for the first time between the end of the Summer term, 1992 and the end of the Summer term, 1994 and were then reinstated during a subsequent term. The academic success of these students was tracked through the Spring term, 1996. Of the 196 participants, 103 students entered this institution as new freshmen, while 93 students entered this institution as transfer students from a community college or from another four-year institution.

Variables

The following variables were examined in this study:

1. Quality point deficiency (QPD)
2. Grade level at the time of dismissal
3. Race
4. Gender
5. Number of semesters in attendance prior to dismissal
6. Community college attendance during the absence from this institution
7. Length of time away from college
8. Age upon reinstatement
9. Successful completion of GST 1000 upon reinstatement
10. Transfer student or new freshman admitted directly from high school
11. ACT composite scores and/or entrance exam scores (where available)

12. High school percentile rank (HSPR) (where available)

13. Provisional admission to this institution

14. Cumulative GPA at the time of dismissal

The variables were selected on the basis of the research review pertaining to students who were reinstated following academic dismissal, on the basis of the author's interest in investigating other potential predictors of academic success for this group of students, and on the likelihood that information on the selected variables would be available to complete this study.

Procedure

A list of academically dismissed students for the Summer term, 1992 through the Summer term, 1994 was obtained from the Registrar's Office at Eastern Illinois University (See Appendixes A and B). An unofficial transcript for each name listed was then obtained through utilizing the On-line Academic Records System (OARS). The transcript data was reviewed to verify that each student whose name appeared on the list was indeed dismissed at the end of the given term. If the student's name was listed in error, the error was noted, and the printed transcript for this particular student was discarded. Once an accurate list of academically dismissed students for the given time period was completed, a list of all students whose *complete* transcript information was not available via OARS was compiled. The Registrar was provided with a copy of the list, and an unofficial *complete* transcript for each name listed was requested.

Once an unofficial transcript for all students who were dismissed during the specified time period was obtained, the exact number of participants for this study was determined. The transcript data was then analyzed to evaluate the variable information

about the subjects that be could be obtained from this source. Information about the subjects pertaining to the remaining variables was obtained through utilizing Eastern Illinois University's Student Master File (SMF). After documenting all variable information about the participants in this study, the subjects were divided into two groups: (1) 90 academically successful students and (2) 106 academically unsuccessful students.

As in previous studies pertaining to the academic success of reinstated students, a student was classified as academically successful if he or she was enrolled at the time of this study or at the conclusion of the Spring term, 1996, had graduated from this institution prior to the Spring term, 1996 or at the conclusion of the Spring term, 1996, or had left this institution in good academic standing, on academic probation, or on academic warning prior to the Spring term, 1996.

Explanation of Methods

Used to Complete this Study

Through the utilization of the Statistical Package for Social Sciences System (SPSS) and through the application of **chi-square** analysis, comparisons between the variables studied and the subsequent academic success of the two subgroups were analyzed in an attempt to determine which characteristics of reinstated students are related to academic success. In addition to evaluating the differences, if any, between the variables studied and subsequent academic success among the two subgroups, **logistic regression** analysis was run to determine whether any of the variables employed in this study could be found to be predictors of academic success after

reinstatement. For both chi-square analysis and logistic regression analysis, the .05 level of confidence was used for all tests of significance.

Chi-square analysis was chosen for this study because it is a nonparametric test of independence, and it is safe in relation to the minimum requirements necessary to use this specific test. Specifically, according to Sprinthall (1982), the requirements for using chi-square analysis include the following:

1. The samples must have been randomly selected. (In this study, an entire population was used).
2. The data must be in nominal form.
3. There must be independent cell entries.
4. No value for expected frequency should be less than 5. (p. 282)

Chi-square analysis is "a statistical test of significance used to determine whether or not frequency differences have occurred on the basis of chance" (Sprinthall, 1982, p. 427). Chi-square requires that the data be in nominal form, or that the actual number of cases (frequency of occurrence) falls into two or more discrete categories. According to Sprinthall (1982), nominal data "tells us in how many cases a certain trait occurs" (p. 264). While nominal data does not provide information as to the amount of a given trait any individual possesses, this type of data does provide information as to whether that individual has the trait at all. "With nominal data, there are no shades of gray; an observation either has the trait or not. In short..., nominal data is generated by sorting and counting--sorting the data into discrete, mutually exclusive categories and then counting the frequency of occurrence within each category" (Sprinthall, 1982, p. 264).

In this study, the specific type of chi-square used was the **Pearson chi-square**, which is a statistic frequently used to test the hypothesis that the row and column variables are independent of one another (Norusis, 1993).

The calculated chi-square is compared to the critical points of the theoretical chi-square distribution to produce an estimate of how likely (or unlikely) this calculated value is if the two variables are in fact independent. Since the value of the chi-square depends on the number of rows and columns in the table being examined, you must know the **degrees of freedom** for the table. The degrees of freedom can be viewed as the number of cells of a table that can be arbitrarily filled when the row and column totals (marginals) are fixed. For an $r \times c$ table, the degrees of freedom are $(r - 1) \times (c - 1)$, since once $(r - 1)$ rows and $(c - 1)$ columns are filled, frequencies in the remaining row and column cells must be chosen so that marginal totals are maintained. (Norusis, 1993, p. 208)

In contrast to chi-square analysis, which is used to determine whether or not frequency differences have occurred on the basis of chance, logistic regression analysis is a multivariate technique for estimating the probability that an event occurs at all (Norusis, 1994). Unlike discriminant analysis, the logistic regression model requires far fewer assumptions, "and even when the assumptions required for discriminant analysis are satisfied, logistic regression still performs well" (Norusis, 1994, p. 1).

Although in linear regression, the parameters of the model are estimated using the **least-squares method**, in logistic regression, the parameters of the model are estimated using the **maximum-likelihood method**. In other words, the coefficients that make the observed results most *likely* are selected (Norusis, 1994). "Since the regression model

in nonlinear, an iterative algorithm is necessary for parameter estimation" (Norusis, 1994, p. 3).

For large sample sizes, the test that a coefficient is 0 can be based on the **Wald statistic**, which has a chi-square distribution. When a variable has a single degree of freedom, the Wald statistic is just the square of the ratio of the coefficient to its standard error. For categorical variables, the Wald statistic has degrees of freedom equal to one less than the number of categories.... (Norusis, 1994, p. 5)

Similar to multiple regression, the contribution of individual variables in logistic regression is difficult to determine (Norusis, 1994). Since the contribution of each variable depends on the other variables in the model, this creates a problem when independent variables are highly correlated.

A statistic that is used to examine the partial correlation between the dependent variable and each of the independent variables is the *R* statistic. *R* can range in value from -1 to +1 with a positive value indicating that as the variable increases in value, the likelihood of the event occurring also increases and with a negative value indicating that as the value of the variable decreases in value, the likelihood of the event also decreases (Norusis, 1994).

While there are various methods for determining how well the logistic model performs, one way to assess the goodness of fit of this specific model is to examine how *likely* the sample results actually are, given the parameter estimates.

The probability of the observed results, given the parameter estimates, is known as the **likelihood**. Since the likelihood is a small number less than 1, it is customary to use -2 times the log of the likelihood (-2LL) as a measure of how well the

estimated model fits the data. A good model is one that results in a high likelihood of the observed results. This translates to a small value for -2LL. (If a model fits perfectly, the likelihood is 1, and -2 times the log likelihood is 0. (Norusis, 1994, p. 10).

In terms of selecting predictor variables when using logistic regression analysis, it is best to identify subsets of independent variables that are good predictors of the dependent variable (Norusis, 1994). "All of the problems associated with variable selection algorithms in regression and discriminant analysis are found in logistic regression as well.... Different algorithms for variable selection may result in different models" (Norusis, 1994, p. 14). According to Norusis (1994), it is important to examine several possible models and choose the best model based on "interpretability, parsimony, and ease of variable acquisition" (p. 15).

While the SPSS Logistic Regression procedure has several methods available for model selection, Forward Stepwise Selection was used in this study. When utilizing this particular method, one begins with a model that contains only the constant, unless the option to omit the constant term from the model is selected.

At each step, the variable with the smallest significance level for the score statistic, provided it is less than the chosen cutoff value (by default 0.05), is entered into the model. All variables in the forward stepwise block that have been entered are then examined to see if they meet removal criteria.... If no variables meet removal criteria, the next eligible variable is entered into the model.

If a variable is selected for removal and it results in a model that has already been considered, variable selection stops. Otherwise, the model is estimated without the

deleted variable and the variables are again examined for removal. This continues until no more variables are eligible for removal. Then variables are again examined for entry into the model. The process continues until either a previously considered model is encountered (which means the algorithm is cycling) or no variables meet entry or removal criteria. (Norusis, 1994, p. 15)

There are many methods that can be used to determine which predictor variables should be removed from the logistic regression model. In this study, the method used was the **likelihood ratio (LR) test**.

This involves estimating the model with each variable eliminated in turn and looking at the change in the log likelihood when each variable is deleted. The likelihood-ratio test for the null hypothesis that the coefficients of the terms removed are 0 is obtained by dividing the likelihood for the reduced model by the likelihood for the full model.... When the likelihood-ratio test is used for removing terms from a model, its significance level is compared to the cutoff value. The algorithm proceeds as previously described but with the likelihood ratio statistic, instead of the Wald statistic, being evaluated for removing variables. (Norusis, 1994, pp. 15-16).

CHAPTER 4

RESULTS

The results of this study showed that of the 90 academically successful students, 50 were non-minority male students, 27 were non-minority female students, 6 were minority male students, and 7 were minority female students. Of the 106 academically unsuccessful students, 58 were non-minority male students, 26 were non-minority female students, 13 were minority male students, and 9 were minority female students.

Results of Chi-Square Analysis

The results of the chi-square analysis showed that the academic success of reinstated students was found to be significantly related to quality point deficiency (QPD) (chi-square = 19.39320, $df = 4$, $p = .00066$) (See Table 1). In computing the chi-square value, QPD was divided into five groups: 0-9 QPD, 10-19 QPD, 20-29 QPD, 30-39 QPD, and 40+ QPD.

Chi-square analysis also indicated that academic success was significantly related to cumulative GPA at the time of dismissal (chi-square = 17.35567, $df = 3$, $p = .00060$) (See Table 2). In computing the chi-square value, cumulative GPA at the time of dismissal was divided into four groups: 0.00-0.50, 0.51-0.99, 1.00-1.50, and 1.51-1.99.

While the academic success of reinstated students was found to be significantly related to both QPD and cumulative GPA, it is important to note that the same criteria that is used to compute cumulative GPA is likewise used to compute QPD.

Specifically, cumulative GPA and QPD are calculated respectively as follows:

Cumulative GPA = Total Grade Points/Total GPA Hours (Semester Hours)

QPD = Total GPA Hours x 2 - Total Grade Points

Chi-square analysis showed that the academic success of reinstated students was related to the successful completion of GST 1000 (chi-square = 17.46502, $df = 1$, $p = .00003$) (See Table 3). For purposes of this study, students were divided into two groups: those students who successfully completed GST 1000 and those students who either did not successfully complete GST 1000 or who did not enroll in GST 1000 during a subsequent semester following reinstatement. Specifically, in this group of students, 9 students did not successfully complete GST 1000, while 103 students did not enroll in GST 1000 following reinstatement.

For all other variables studied in relation to chi-square analysis, no significant relationship was found to academic success (See Tables 4-12).

TABLE 1

Comparison of Quality Point Deficiency (QPD) among Successful and Unsuccessful Students in Relation to Academic Success after Reinstatement

Quality Point Deficiency				
(QPD)	Successful Students	Unsuccessful Students	Row Total	Row Percent
0-9 QPD	34	19	53	27.0
10-19 QPD	36	37	73	37.2
20-29 QPD	16	29	45	23.0
30-39 QPD	4	14	18	9.2
40+ QPD	0	7	7	3.6
Column Total	90	106		
Column Percent	45.9	54.1		

Note. $n = 196$. Pearson chi-square = 19.39320. $df = 4$. $p = .00066$.

TABLE 2

Comparison of Cumulative GPA at the Time of Dismissal among Successful and Unsuccessful Students
in Relation to Academic Success after Reinstatement

Cumulative

GPA at

Dismissal Successful Students Unsuccessful Students Row Total Row Percent

0.00 - 0.50	3	8	11	5.6
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0.51 - 0.99	2	7	9	4.6
-------------	---	---	---	-----

1.00 - 1.50	12	35	47	24.0
-------------	----	----	----	------

1.51 - 1.99	73	56	129	65.8
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Column Total	90	106		
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Column Percent	45.9	54.1		
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Note. n = 196. Pearson chi-square = 17.35567. $df = 3$. $p = .00060$.

TABLE 3

Comparison of Successful Completion of GST 1000 among Successful and Unsuccessful Students in
Relation to Subsequent Academic Success

Successful

Completion of

GST 1000 Successful Students Unsuccessful Students Row Total Row Percent

Yes	53	31	84	42.9
No	37	75	112	57.1

Column Total	90	106		
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Column Percent	45.9	54.1		
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Note. n = 196. Pearson chi-square = 17.46502. $df = 1$. $p = .00003$.

TABLE 4

Comparison of Grade Level at the Time of Dismissal among Successful and Unsuccessful Students in
Relation to Subsequent Academic Success

Grade Level				
at Dismissal	Successful Students	Unsuccessful Students	Row Total	Row Percent
Freshman				
(0-29 Hours)	9	19	28	14.3
Sophomore				
(30-59 Hours)	31	31	62	31.6
Junior				
(60-89 Hours)	25	38	63	32.1
Senior				
(90+ Hours)	25	18	43	21.9
Column Total				
	90	106		
Column Percent				
	45.9	54.1		

Note. n = 196. Pearson chi-square = 6.12822. $df = 3$. $p = .10554$.

TABLE 5

Comparison of the Number of Semesters in Attendance Prior to Dismissal among Successful and Unsuccessful Students in Relation to Subsequent Academic Success

Semesters in				
Attendance	Successful Students	Unsuccessful Students	Row Total	Row Percent
1-3 Semesters	44	50	94	48.0
4-6 Semesters	36	45	81	41.3
7-10 Semesters	9	11	20	10.2
11 + Semesters	1	0	1	.5
Column Total	90	106		
Column Percent	45.9	54.1		

Note. $n = 196$. Pearson chi-square = 1.28542. $df = 3$. $p = .73260$.

TABLE 6

Comparison of Community College Attendance During the Absence from College among Successful and Unsuccessful Students in Relation to Academic Success after Reinstatement

Community College Attendance				
Attendance	Successful Students	Unsuccessful Students	Row Total	Row Percent
Yes	30	25	55	28.1
No	60	81	141	71.9
Column Total	90	106		
Column Percent	45.9	54.1		

Note. n = 196. Pearson chi-square = 2.29135. $df = 1$. $p = .13010$.

TABLE 7

Comparison of Length of Time Away from College among Successful and Unsuccessful Students in
Relation to Academic Success after Reinstatement

Length of Time Away	Successful Students	Unsuccessful Students	Row Total	Row Percent
0 Semesters	1	0	1	.5
1 Semester	79	94	173	88.3
2 Semesters	7	11	18	9.2
3 Semesters	3	1	4	2.0
Column Total	90	106		
Column Percent	45.9	54.1		

Note. $n = 196$. Pearson chi-square = 2.90269. $df = 3$. $p = .40687$.

TABLE 8

Comparison of Age upon Reinstatement among Successful and Unsuccessful Students in Relation to Subsequent Academic Success

Age upon				
Reinstatement	Successful Students	Unsuccessful Students	Row Total	Row Percent
19-20	19	26	45	23.0
21-22	49	45	94	48.0
23-24	19	28	47	24.0
25-26	3	7	10	5.1
Column Total	90	106		
Column Percent	45.9	54.1		

Note. $n = 196$. Pearson chi-square = 3.29836. $df = 3$. $p = .34787$.

TABLE 9

Comparison of Transfer Student Vs. Freshman Student among Successful and Unsuccessful Students in Relation to Academic Success after Reinstatement

Transfer or				
Freshman	Successful Students	Unsuccessful Students	Row Total	Row Percent
Transfer	45	48	93	47.4
Freshman	45	58	103	52.6
Column Total	90	106		
Column Percent	45.9	54.1		

Note. $n = 196$. Pearson chi-square = .43432. $df = 1$. $p = .50988$.

TABLE 10

Comparison of ACT Composite Standard Scores among Successful and Unsuccessful Students in
Relation to Academic Success after Reinstatement

ACT Composite

Std. Score	Successful Students	Unsuccessful Students	Row Total	Row Percent
1-13	7	10	17	11.0
14-17	15	12	27	17.4
18-22	33	39	72	46.5
23-36	18	21	39	25.2
Column Total	73	82		
Column Percent	47.1	52.9		

Note. n = 155. Pearson chi-square = 1.07456. $df = 3$. $p = .78322$.

Of the 196 subjects, ACT Composite Standard Scores were available for only 155 Students.

TABLE 11

Comparison of High School Percentile Rank (HSPR) among Successful and Unsuccessful Students in
Relation to Academic Success after Reinstatement

High School				
Percentile				
Rank (HSPR)	Successful Students	Unsuccessful Students	Row Total	Row Percent
75th+ HSPR	12	10	22	19.6
50th-74th HSPR	24	31	55	49.1
25th-49th HSPR	15	14	29	25.9
0-24th HSPR	3	3	6	5.4
Column Total	54	58		
Column Percent	48.2	51.8		

Note. $n = 112$. Pearson chi-square = .96558. $df = 3$. $p = .80958$.

Of the 196 subjects, HSPR was available for only 112 students.

TABLE 12

Comparison of Provisional Admission Vs. Non-Provisional Admission among Successful and Unsuccessful Students in Relation to Academic Success after Reinstatement

Provisional				
Admission	Successful Students	Unsuccessful Students	Row Total	Row Percent
Yes	11	15	26	13.3
No	79	91	170	86.7
Column Total	90	106		
Column Percent	45.9	54.1		

Note. n = 196. Pearson chi-square = .15737. $df = 1$. $p = .69159$.

Results of Logistic Regression Analysis

The results of the logistic regression analysis showed that quality point deficiency (QPD) and the successful completion of GST 1000 were predictors of success following reinstatement at this institution (See Table 13). While race and cumulative GPA upon dismissal were variables that were initially entered into the regression equation, these specific variables were removed from the equation because the significance level of these two variables was less than the significance level of QPD and the successful completion of GST 1000. Thus, in this particular analysis, QPD and successful completion of GST 1000 were found to be stronger predictors of success than race and cumulative GPA upon dismissal from this institution.

TABLE 13

Logistic Regression Analysis of Selected Characteristics on the Probability of Success Following Reinstatement

Predictor Variable	Coefficient	Standard Error	<i>df</i>	Sig (<i>p</i>)
Quality Point				
Deficiency (QPD)	-.0693	.0167	1	.0000
Successful Completion				
of GST 1000	.6339	.1603	1	.0001
Constant	1.0550	.3107	1	.0007

CHAPTER 5

CONCLUSION

Limitations of the Study

Prior to identifying the potential implications of the findings from this study, it is important to note some of the limitations of this investigation. One limitation of this study was that it did not include those students who made no attempt to return to this institution following academic dismissal. As a result, it is impossible to determine what pattern of subsequent academic success these students would have shown had they returned to this university. Furthermore, since the variable information employed in this study was not collected for this group of students, it is impossible to determine whether or not this information would have influenced the results of this study, and if so, to what extent the additional information would have influenced the results of this study.

A second limitation of this investigation was the fact that not all students included in the population were given the same amount of time to succeed or not to succeed. Specifically, since the academic success of all reinstated students who were academically dismissed between the Summer, 1992 term and the Summer, 1994 term was tracked through the Spring, 1996 term only, it is apparent that those students who were dismissed during an earlier term and subsequently reinstated during an earlier term had more time to either succeed or not to succeed at this institution. It is difficult to determine if the tracking of academic progress had been the same for all students would have influenced the results of this study and if so, to what extent this consistency would have influenced the results.

A third limitation of this investigation was the fact that not all students included in this study met the admission standards set forth by this institution when they were initially admitted to this university. Specifically, of the 196 subjects employed in this study, 28 freshmen students did not meet the admission standards. Of these 28 students, 10 students (36%) were academically successful following reinstatement, while 18 students (64%) were academically unsuccessful following reinstatement.

The specific reason that these students were admitted to this university without having met the admission standards was not determined. However, it was determined that these 28 students did not enter this institution through the Gateway Program, which is a program that allows "minority students who do not meet regular admission requirements" (Eastern Illinois University Catalog, 1996/1997, p. 48) to be considered for admission to this institution despite this fact. Admission to the Gateway Program is considered for beginning freshman for the Fall Semester of each academic year, and this program "was established as a voluntary affirmative action program under the Civil Rights Act Title VI policy guidelines established by the U.S. Department of Health, Education and Welfare" (Eastern Illinois University Catalog, 1996/1997, p. 48). The overall intent of the Gateway Program is to increase the percentage of minority students represented in this institution's student body.

A fourth limitation of this study was that, with the exception of community college attendance, other important activities during the absence from college (ie: employment, military service, etc.) were not considered. As a result, it is impossible to determine whether or not the academic success of those students who participated in significant activities while they were away from college differed from the academic

success of those students who did not participate in significant activities while they were away from college.

Suggestions for Future Studies

It is suggested that if a replication or an extension of this study is performed that the variable data employed in the study be collected for all students including those students who returned to the institution following reinstatement as well as those students who made no attempt to return to the institution following reinstatement. It is also recommended that the academic progress of reinstated students be tracked for the same amount of time for all students included in the study. It is suggested that if a replication or an extension of this study is conducted that those students who met the academic standards upon initial admission and those students who did not meet the academic standards upon initial admission be divided into two groups; and likewise, it is suggested that the data be ran and analyzed separately for the two distinct groups of students. Finally, it is recommended that if a future study pertaining to reinstated students is conducted that important activities during the absence from college be considered.

Discussion and Implications of the Findings

The purpose of this study was to investigate whether or not the criteria used to establish Eastern Illinois University's current reinstatement policy have been accurate in predicting academic success for reinstated students at this institution. Hence, the following conclusions and implications of the findings from this study seem to be justified as a result of this investigation. These conclusions and implications pertain to

reinstatement procedures for students whose previous academic performance was substandard at this institution:

1. Similar to previous studies (Hall & Gahn, 1994; Wishart, 1990; Ott, 1988; Schuster, 1971; and Hansmeier, 1965), this study has demonstrated that quality point deficiency (QPD) is significantly related to academic success following reinstatement. Specifically, the smaller the QPD that academically dismissed students had when they left this institution, the greater the likelihood that these specific students would be successful upon reinstatement. Consistent with previous studies, this finding suggests that the number of quality points that a student is deficient upon academic dismissal should be considered prior to his or her reinstatement to this institution.
2. Since the same criteria that is used to calculate QPD is likewise used to calculate cumulative GPA, it was expected that if QPD was found to be significantly related to academic success following reinstatement that cumulative GPA at the time of dismissal would also be found to be significantly related to subsequent success. The results of this investigation confirmed this assumption in that cumulative GPA at the time of dismissal was found to be significantly related to academic success following reinstatement to this institution. While this finding is most likely redundant in that QPD and cumulative GPA are calculated utilizing the same criteria, this finding suggests that cumulative GPA at the time of dismissal should be considered in conjunction with QPD (or in place of QPD) prior to the reinstatement of academically dismissed students.

3. This study has demonstrated that the successful completion of GST 1000 is significantly related to academic success after reinstatement. Specifically, the likelihood of academic success following reinstatement was greater for those students who successfully completed GST 1000 following reinstatement than for those students who either did not successfully complete GST 1000 or did not enroll in GST 1000 following reinstatement. While the successful completion of GST 1000 is currently a requirement for those students who are reinstated to this institution following academic dismissal, this finding suggests that this specific requirement is not always met and thus, the successful completion of GST 1000 for those students who are reinstated to this university following academic dismissal should be tracked more closely.
4. For all other variables studied, this investigation has demonstrated that there is no significant relationship between these variables and academic success following reinstatement. Specifically, grade level at the time of dismissal, race, gender, the number of semesters in attendance prior to dismissal, community college attendance during the absence from college, the length of time away from college, age upon reinstatement, transfer student versus freshman student, ACT composite scores, high school percentile rank (HSPR), and provisional admission versus non-provisional admission were all found to be unrelated to academic success following reinstatement at this institution. These findings suggest that these specific criteria most likely do not need be considered prior to the reinstatement of academically dismissed students at this university.

5. While some of the criteria employed in this study such as ACT composite scores and HSPR are often used to predict academic success for *new* college students, it is apparent from the results of this study that these same criteria do not accurately predict academic success for those students whose previous academic performance was substandard at this institution. Furthermore, the length of time between the administration of the ACT and its use as a predictor mitigates its value as a predictor (Arvoe, 1961).
6. This study has demonstrated that reinstatement decisions should be based on relevant information that is specific to each individual case. In other words, reinstatement should not necessarily be *automatic*, but rather reinstatement should vary from one case to another depending on each individual's computed ability to succeed following reinstatement.
7. While the review and consideration of each individual student's reinstatement application would be a very time-consuming and perhaps costly process, this study has demonstrated that this type of procedure is necessary to assist institutional administrators and/or reinstatement committees in making sound reinstatement decisions that avoid preventing potential graduates from successfully completing their studies and that avoid encouraging unpromising students from seeking reinstatement following academic dismissal.

Restatement of the Problem and Summary

College administrators and/or reinstatement committees do not always have good, objective criteria on which to base reinstatement decisions. Therefore, it is difficult for these individuals to select which students should be given a second chance at

success and which students should not be given a second chance at success. Nevertheless, institutional administrators and/or reinstatement committees should have sound reinstatement criteria based on the relevant data pertaining to students at their institution. Such criteria are necessary in order to establish a reinstatement policy that provides fairness to *all* students and that makes the best use of the university's resources.

There was no reference in the minutes of The Council on Academic Affairs (CAA) prior to October 14, 1982 pertaining to Eastern Illinois University's reinstatement policy. Additionally, there was no explanation in the CAA minutes dated October 14, 1982 and October 21, 1982 pertaining to the reason that Eastern Illinois University's reinstatement policy would change from a policy that required students to *petition for reinstatement by committee* to a policy that permitted students to be *automatically reinstated*. As a result, it was not determined during this study what specific criteria were used to establish the automatic reinstatement policy that exists at this institution today.

In view of the findings from this study and the findings from similar studies, it is suggested that Eastern Illinois University's reinstatement policy be reviewed and that revisions to this reinstatement policy be considered. Specifically, since quality point deficiency (QPD) and cumulative GPA at the time of dismissal were found to be significantly related to academic success following reinstatement at this institution, it is suggested that these factors be considered together or that one of the two factors be considered alone prior to the reinstatement of academically dismissed students. Furthermore, since the successful completion of GST 1000 was found to be

significantly related to academic success following reinstatement, it is recommended that based upon the findings from this study that this requirement not only be mandated in writing, but that this requirement also be tracked more closely and perhaps documented for those students who are reinstated to this institution.

According to Dr. Janet Lambert, a former instructor of GST 1000 at Eastern Illinois University, reinstated students do not complete this course for various reasons (personal communication, August 14, 1996). Dr. Lambert stated that one reason students do not complete GST 1000 is because they view they are already behind in terms of completing their curriculum at this institution. As a result, these specific students simply *ignore* the academic requirement pertaining to this course.

Dr. Lambert suggested that another reason students do not complete GST 1000 is because currently, two distinct groups of students enroll in this course as either a condition of reinstatement or as a condition of admission to this institution. Specifically, students who are academically dismissed from this institution enroll in GST 1000 as a condition of reinstatement, and students who are admitted to this institution through the Gateway Program enroll in GST 1000 as a condition of admission. According to Dr. Lambert, allowing these two different groups of students to enroll in the same section of GST 1000 often creates a problem because these two groups of students have very diverse needs. Based upon the fact that it is difficult, if not impossible, for one instructor to meet **all** of the individual needs of two distinct groups of students, some reinstated students may enroll in GST 1000 and then drop the course at a later date, while other reinstated students may not enroll in GST 1000 at all.

Dr. Lambert stated that a third reason students may not enroll in GST 1000 or may enroll in GST 1000 and then drop the course at a later date is because currently, students do not receive credit toward graduation for this specific course. In view of this fact, it is possible that reinstated students view this course as *unimportant* and thus, they do not complete the course as required.

Dr. Lambert indicated that while scheduling may be a fourth reason that reinstated students do not enroll in GST 1000, she did not view scheduling as a dominant problem for most students. Overall, Dr. Lambert believed the other three reasons were better explanations for the fact that reinstated students do not always complete GST 1000 following reinstatement.

The findings in this study clearly indicate that specific factors such as quality point deficiency (QPD), cumulative GPA upon dismissal, and the successful completion of GST 1000 are indeed related to the academic success of reinstated students at this institution. Thus, these factors should be considered in the reinstatement process. If a replication or an extension of this study is conducted, other factors such as causes of failure and possible methods for improving academic performance following reinstatement at this institution should likewise be considered.

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Other References

- Eastern Illinois University Undergraduate Catalogs, 1972/1973 - 1996/1997.
- The Minutes of The Council on Academic Affairs (CAA), 1972 - 1989.

APPENDIX A

Memorandum

MEMORANDUM
Eastern Illinois University
ENROLLMENT MANAGEMENT DIVISION

Office of the Dean

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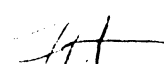
DATE: December 15, 1994

TO: John Conley, Registrar

During the SP95 term, Kristi Cobble will be participating in a Practicum for which I am the supervisor. She will be researching the areas of "reinstated" student performance and the impact of raising the minimum admissions standards.

At some point she will need information from your office to continue her work. I request you cooperation in providing access to said information. Decisions regarding how access is accomplished are, of course, yours.

Please contact me if you have any questions.



Frank Hohengarten, Dean

FH/wp

xc: *etc*

APPENDIX B

Statement on the Privacy of Student Records

STATEMENT ON THE PRIVACY OF STUDENT RECORDS

Eastern Illinois University upholds a dual commitment regarding student records:

- 1) to respect and protect the privacy of student information according to University policy and the Family Educational Rights and Privacy Act of 1974
- 2) to provide student information necessary for the work of University personnel.

All University personnel, by virtue of their employment, are accountable for the responsible use of student information. This includes insuring the confidentiality, integrity, and accuracy of student records. Use of student records should be limited to specific institutional purposes within the official duties of each faculty and staff member. Information cannot be provided to external parties for commercial or unauthorized use, nor can information be used for purposes outside of one's job responsibilities.

University policy and federal law permit the release of "directory information" on any student, unless a student has signed a "Request to Withhold Information" form kept on file in the Registrar's Office. Directory information includes name, local and permanent address and phone, major, degree, and dates of attendance.

Nondirectory information is confidential. It is made available to University employees for legitimate educational purposes. Release of personally identifiable nondirectory information to third parties requires written approval from the student, unless the third parties are legal authorities; federal, state, or accrediting agencies; or appropriate persons in the case of safety emergency.

Any University employee who engages in unauthorized use, disclosure, alteration, or destruction of data is subject to disciplinary action.

To be signed by the person requesting access:

I have read the above and understand my responsibility as a University employee to maintain the confidentiality of student records. I also understand that any information I access must be used only to perform the duties of my job.

Signed Kristi Cobble Date 12/16/94

Name Kristi Cobble College or Dept. Registration
Please print or type.

9/1/94